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ABSTRACT

This study was conducted in Wisconsin to determine the current status of personnel within the vocational, technical and adult education (VTAE) districts responsible for research, planning, and development (RPD) activities, what activities were being performed by the districts, and the nature of involvement in the performance of these RPD activities. A questionnaire based on a literature review and VTAE research, planning, and development job descriptions was developed and revised. The questionnaire was mailed to district directors and research administrators of the 16 Wisconsin VTAE districts as well as to directors/administrators of institutional research from 65 out-of-state public community colleges and technical institutes. From the data reported on the questionnaires, the following conclusions can be drawn: (1) the most common organizational structure in the VTAE district has the administrator of RPD reporting directly to the district director; (2) at all the other institutions, the RPD functions were either first- or second-level administrative functions; (3) in the VTAE system, the RPD functions were most likely to be administered as a single entity, while in out-of-state community colleges the functions were administered in separate units; (4) all of the institutions surveyed had the RPD functions; (5) the majority of RPD directors had a master's or higher academic degree, with a majority of personnel having at least one degree in education or educational administration; and (6) personnel tended to devote about one-third of their time to each of the three functions. As a result of the study, recommendations were made that each VTAE district should examine the RPD functions and make sure that they were providing reliable information for decision making; that inservice education for RPD administrators be created and implemented; and that program audits of the RPD functions should be made to provide an objective evaluation of the services in the districts. (KC)

ED237647

ROLE OF RESEARCH, PLANNING AND RESOURCE DEVELOPMENT FUNCTIONS IN POSTSECONDARY VOCATIONAL EDUCATION

Report of a Study of Selected
Community Colleges, Technical Colleges and Technical Institutes

Study Conducted Jointly by

The Research Committee of The Wisconsin Association of
Vocational, Technical and Adult Education Administrators

and

The Research Coordinating Unit of the Wisconsin Board of
Vocational, Technical and Adult Education

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin
June, 1983

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FOREWORD

When research, planning and development functions are conducted effectively, information systems are developed to provide decision makers with accurate, relevant, reliable and timely data. These functions are necessary if vocational, technical and adult education is to remain abreast of the dynamic changes occurring in the work force and in society.

This report provides an insight relative to research, planning and development activities performed in postsecondary institutions in the Wisconsin VTAE System and selected out-of-state community colleges and technical institutes nationally. Information provided within this report can be used as a basis for communication and evaluation of research, planning and development functions performed at the institutional level.

The Research, Planning and Development Committee
The Research Coordinating Unit

ACKNOWLEDGEMENT

A number of persons were instrumental in the successful completion of this study. Without the assistance, cooperation, and expertise of persons in many institutions, the study could not have been completed.

Appreciation is extended to the research administrators and directors of the many out-of-state community colleges and technical institutes from throughout the nation for completing the questionnaire. Appreciation is also extended to the Wisconsin Vocational, Technical, and Adult Education (VTAE) System district directors and research, planning and development administrators for completing the questionnaire and providing assistance and advice.

Thanks and appreciation are also extended to the following for the tedious task of typing and duplicating drafts and the final report: Joyce Kasten of the Wisconsin Board of Vocational, Technical, and Adult Education; Beverly Torrison of Lakeshore Technical Institute; Claire Brown of Gateway Technical Institute; and other clerical personnel of these institutions.

A number of Wisconsin VTAE personnel have also given of their expertise and time in designing the study, reviewing drafts, and developing the final report. These members of the Research, Planning and Development Role and Function Subcommittee are:

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INTRODUCTION

Background

Public vocational education in Wisconsin is administered primarily through two delivery systems. At the secondary level, it is administered by the Wisconsin Department of Public Instruction (DPI). At the postsecondary level, it is administered by the Wisconsin Board of Vocational, Technical and Adult Education (VTAE) districts.

The Wisconsin Vocational, Technical and Adult Education (VTAE) System was developed to train postsecondary persons (age 16 and over) for the world of work. This mission is stated in the Wisconsin statutes. This is in harmony with the expressions of educational leaders such as Asche and Vogler who stated: "The long-term goal of vocational education is to meet manpower needs of the state and nation. The needs have been construed to mean a sufficient quantity of trained persons for the labor force." (Asche & Vogler:1980:16) The most fascinating aspect of the American educational history is the steady pressure of democracy upon its educational institutions, such as those within the VTAE System, to adapt them to fulfill the requirements of all the people.

The foundation of vocational, technical and adult education in Wisconsin was the result of efforts of Dr. Charles McCarthy. McCarthy's philosophy in the delivery of educational services was termed "democratic education." Education must reach all the people - not merely those who survive the grade hurdles of the elementary school, or the "unit" hurdles of the high school or the "semester hour credits" of college. McCarthy's

concern was to help those who dropped or were dropped out of the school system. McCarthy developed a comprehensive plan to meet the needs of those who were left out of the existing educational delivery systems.

In 1910 McCarthy presented his program to President Van Hise of the Univeristy of Wisconsin. Parts of his six-page letter to Van Hise indicate McCarthy's plan:

> I herewith submit a plan which I believe will be useful in the relation of the university to the industrial condition in the State. We have the university extension reaching out from above just as the short course reached out from above to agricultural conditions, but how will this continue? How shall we build up a solid system of vocational training in the State? . . . . My plan is simply this: I would have a department created separate and distinct with a separate secretary for the building up of industrial and commercial education of this State. (McCarthy:1912)

The dynamics of the world of work, technological developments and economic conditions put constant pressure on research and development activities to generate accurate, relevant, reliable and timely data and information for the decision makers in educational institutions needed for the development of human resources. In response to this demand at the state level, the WBVTAE maintains a Research Coordinating Unit (RCU). At the district level, research, planning and development (RPD) activities are performed. The directors of the VTAE districts have an association: The Wisconsin Association of Vocational, Technical and Adult Education Administrators. This association has several committees, one of which is the Research, Planning and Development Committee composed of VTAE district RPD administrative staff, that provided the thrust for the development of this report.

Functions of Research, Planning and Development

Although the activities performed within the research function vary from institution to institution. institutional research, as performed within Wisconsin the VTAE districts, includes the applied research activities. Activities relating to analyses of data, preparation of statistical information, interpretations, conclusions and/or recommendations and dissemination of reports regarding all phases of the institution and its operation are included.

The planning function includes activities relating to both short-range and long-range plans for the offering of educational programs and services. It focuses on the goals and purposes and methods for achieving them. Activities performed include identification of needs, determination of educational programs and services to be offered and determination of equipment, facilities, financing, staffing and other resources needed to provide programs and services.

The development function includes activities relating to obtaining funding from sources other than state aids, taxes and tuition. These funds are to support the needed activities, programs and services. Activities performed include grant administration and writing and operation of foundations.

Statement of the Problem

The improvement and advancement of vocational education is dependent upon effective research, planning and resource development activities. These activities are interrelated and important ingredients in the decision

making process. They need to be periodically reviewed to retain effectiveness and to determine the extent of the activities performed in the validation, improvement and support of needed vocational education activities, programs and services. Changes in the research, planning and resource development functions within vocational education have been brought about by: (1) desire of institutions to improve operations and services through self evaluation, (2) changing demands of governmental regulations, (3) effects of economic conditions on support for vocational education, (4) effects of technological changes in the world of work, and (5) the diversification of goals, aspirations and needs of people seeking vocational, technical and adult education.

The Wisconsin VTAE System did not have current information that indicated the administrative level of the district staff responsible for performing the activities within the research, planning and development functions, the activities performed, or the responsibility in each of the activities. This information was necessary to: (1) determine if the activities expected of two-year postsecondary institutions were being performed, and (2) provide the basis for individual institutional evaluation of the RPD functions. The results of the study will also serve to foster better communication between the WBVTAE staff and district staffs and among district staffs.

The last study of research, planning and development functions in Wisconsin was completed in 1974. This study was completed by Gerald D. Prindiville, a member of the Research Committee of the Wisconsin Association of Vocational, Technical and Adult Education Administrators.

Purpose of the Study

The Wisconsin Vocational, Technical and Adult Education District Organization began with legislation in 1965. A similar basic administrative structure for each district, which included a RPD administrator, was initiated in 1968. As districts have grown in students served, educational program offerings and services, federal and state financing, personnel changes, addition of specialized support personnel, etc., districts have changed their administrative structure. The purpose of this study was to determine the current status of personnel within the districts responsible for the RPD activities, which activities were being performed by VTAE districts, and the nature of involvement in the performance of these RPD activities.

Objectives of the Study

The objectives of this study were as follows:

1. To determine the RPD activities performed by RPD personnel in Wisconsin VTAE districts and selected community colleges and technical institutes.
2. To determine the nature of involvement of RPD personnel in performing RPD activities in Wisconsin VTAE districts and selected community colleges and technical institutes.
3. To determine the staffing and organizational patterns utilized by Wisconsin VTAE districts and selected community colleges and technical institutes in performing the RPD activities.

Limitations

The following limitations are to be considered when reviewing the results of this study:

1. The sample size of 65 out-of-state community colleges and technical institutes was relatively small.
2. A subjective sampling procedure was used in which out-of-state community colleges and technical institutes were selected from the 1978 edition of the Directory of Postsecondary Schools with Occupational Programs. The selections were included or rejected in accordance with recommendations from the Research Coordinating Unit Director of the state in which the institution was located.
3. Less than a 100 percent response was received from the VTAE district directors and out-of-state community colleges and technical institutes.
4. A number of questionnaires were returned with incomplete responses.

SUMMARY OF REVIEW OF LITERATURE

A review of the literature relating to the placement of the research, planning and development functions within the administrative organization and the activities performed and the nature of involvement of research, planning and development personnel was conducted. The following includes selected excerpts from a number of articles and studies relating to the objectives of the study:

1. Research, Planning and Development Activities

> The first function of institutional research is that of data collection, organization, and analysis.
> The second function is that of organizing current data on students and instructional staff, research activity, activities related to accreditation, state and federal review, auditing and

accountability requirements. Comparable data is also collected on other institutions.

The third function is that of values identification. It is critical that institutional researchers recognize that data collection, organization, analysis and interpretation all involve covert or overt value commitment. Values can change within an institution from time to time, and those changes may be more significant in understanding the institution than the particular action taken.

The fourth function of institutional research is that of evaluation. Only as evaluation is rigorously applied can the other three functions be more carefully defined and effectively carried out. Evaluation recognizes that the worth of any aspect of an educational enterprise depends upon the people involved and on the surrounding circumstances. (Dressel: 1981)

Institutional research is becoming a vital part of the administering and planning in community colleges. Needs assessment, program evaluation, and cost effectiveness data are collected by the research office for decision-making and short- or long-range planning. With the increasing urgency of allocating resources effectively, the institutional research position is assuming a crucial position in the planning process. (Dzierlevga: 1981)

The main function of research, planning and development administrators in the VTAE system are institutional research, federal project writing, and special assignments. (R & P Role: 1974)

Planning is not a process of speculating on probable events; rather, it is an attempt through foresight to generate action necessary to realize desired results. Fundamentally, planning is a process of deciding upon a course of action in order to make happen that which without planning, might not happen.

Planning is directional; it establishes goals and guides action. It forces institutions to anticipate rather than react to crises. It also provides the lead time necessary to minimize the adverse impact on individuals. Like any decision-making process, planning is not governed exclusively by fact. Values are and should be an important part of any decision. (Halstead: 1974)

> Planning, in its fullest meaning, is done on a contingency basis. It requires analysis of needs, resource requirements, and resource availability. It requires consideration of these factors in relation to local, regional and national resources and needs. Furthermore, contingency planning recognizes that projections may be in error, that needs may change. (Dressel: 1981)

The primary purpose of strategic planning is to foster institutional adaptation by assuring congruence between an institution and its often changing environment, by developing a viable design for the future of the institution, by modifying it as needed, and by devising strategies that facilitate its accomplishment.

Strategic or master planning encompass four broad elements:

-environment assessment or scanning (to identify trends or potential changes in the environment and their implications for the institution).

-institutional assessment (to clarify strengths, weaknesses, problems, and capabilities of the institution).

-values assessment (to consider values, aspirations, and ideals of various constituencies and responsibilities of the institution to them and the larger public).

-master plan creation (to devise a strategic pattern, design, or direction for the institution on the basis of the first three).

How does research relate to planning? Several authors have addressed the relationship between research and planning.

> Long-range planning and institutional research are not identical functions. Planning focuses upon goals and purposes and methods for achieving them. Institutional research collects, analyzes, interprets, and reports information. However, it can be viewed as a resource for planning. (Saute and Montgomery: 1970)

> Institutional research is a prerequisite for good management in a period when pressure groups demand accountability from institutions. Research and planning are complementary activities. (Richardson: 1978)

2. Administrative Placement Within the Institution

> As orfices of institutional research become more heavily involved in the support of management decision making either through the functions of analytical studies or planning, it will become important for these offices to report at a high level within the organization, preferably to the Chief Executive Officer. This is especially true if the functions go beyond institutional research per se, such as facilities planning, personnel development, fund development, grants, and contracts. (Hamburg: 1978)

DESIGN OF THE STUDY

Methodology/Procedures

The Research, Planning and Development Committee, at a meeting on July 29-30, 1982, approved the conduct of this study as one of its goals for the year. A subcommittee was formed to conduct the study. A review of the literature was conducted: VTAE districts submitted job descriptions and organizational charts which were tabulated and summarized by staff of the Wisconsin VTAE Research Coordinating Unit; a questionnaire, based upon analyses of the review of literature, and VTAE research, planning and development job descriptions was developed and underwent several revisions.

A mail survey was utilized. A cover letter and survey instrument were mailed to the Wisconsin VTAE district directors and research administrators and to the RPD directors of community colleges and technical institutes during January, 1983. Non-respondents were contacted by phone to reiterate the importance of their responses for the study.

Sample

The sample used in the study included the following:

1. District directors of the 16 Wisconsin VTAE districts.

2. Research administrators of the 16 Wisconsin VTAE districts.

3. Directors/administrators of institutional research from 65 out-of-state public community colleges and technical institutes. These were selected from the publication, Directory of Postsecondary Schools with Occupational Programs, 1978 edition. The institutions included were judged by the director of the state's Research Coordinating Unit to perform viable RPD activities and to currently have a RPD administrator.

RESULTS

This section includes the results of the study. Included are: (1) Questionnaire Response, (2) RPD Functions Administered, (3) Administration/Organization of RPD units, (4) Organizational Level of RPD Function Administration, (5) Educational Preparation of RPD Administrator, (6) Time Devoted to RPD Functions, and (7) Nature of Responsibilities in RPD Activities. Responses were tabulated by the WBVTAE Research Coordinating Unit (RCU) Staff.

1. Questionnaire Response

Questionnaires were distributed to 16 VTAE district directors (DD), 16 VTAE research administrators (RA), 43 out-of-state community college research directors (CC) and 22 out-of-state technical institute research directors (TI). Table 1 indicates the distribution of the usable returns. A total of 56, (58 percent) responses were received from all three segments. A further breakdown of the respondents revealed that 26, (81 percent) of the VTAE sample responded and 30, (46 percent) of the out-of-state community college and technical institute sample responded.

Table 1

Survey Responses by Respondent Category

Category	Questionnaire Sent	Returned N	Returned %
VTAE Research Administrators (RA)	16	16	100
VTAE District Directors (DD)	16	10	63
Out-of-State Community College Research Directors (CC)	43	24	56
Out-of-State Technical Institutes Research Directors (TI)	22	6	27
Totals	97	56	58

2. RPD Functions Administered

The three functions of research, planning, and resource development (RPD) were administered by many of the institutions, with planning being administered by essentially all institutions (range 96-100 percent), with research being administered by most institutions (range 83-100 percent) and with resource development being administered by many institutions (range 67-100 percent). Table 2 indicates the extent to which the three functions are administered by the institutions represented by the respondents.

Table 2

RPD Functions Administered by Institutions (Q1)

Functions	Responding Groups							
	VTAE				Out-of-State			
	RA		DD		CC		TI	
	N	%	N	%	N	%	N	%
Research	16	100	9	90	22	92	5	83
Planning	16	100	10	100	23	96	6	100
Resource Development	14	88	10	100	23	96	4	67

3. Administration/Organization of RPD Units

The RPD functions organized as a single unit was the most common. Sixty-three (63) percent of Wisconsin's VTAE districts administer RPD functions within a single unit compared to only 46 percent for out-of-state community colleges which tended to have separate offices for each of the three functions. Fifty-four (54) percent of the community colleges had a separate resource development unit. In contrast, only two VTAE districts (13 percent) had the resource development function administered by a separate unit. RPD functions were administered by some other unit of the institution in 13 percent of the VTAE Districts, 25 percent of the community colleges, and 50 percent of the technical institutes. See Table 3 for the distribution of the administrative unit(s) for RPD functions.

Table 3

Administration/Organization for RPD Functions (Q2)

Unit	VTAE				Out-of-State			
	RA		DD		CC		TI	
	N	%	N	%	N	%	N	%
No Particular Unit	4	25	3	38	-	0	2	33
RPD in One Unit	10	63	8	80	11	46	1	17
Research in One Unit	-	0	-	0	8	33	1	17
Resource Development in One Unit	-	0	-	0	6	25	-	0
	2	13	-	0	13	54	-	0
Other	2	13	1	13	6	25	3	50

4. Organizational Level of RPD Function Administration

The placement within the administrative structure was also included. The organizational level of the person responsible for

The RPD function was that of a staff or line position directly responsible for the chief administrative offices. In Wisconsin VTAE institutions, seven (44 percent) have a line RPD administrator directly responsible to the district director, while two (13 percent) had persons responsible for RPD functions reporting to the district director. Five (31 percent) districts have RPD administrators report to a second line administrator.

Four general administrative patterns were identified in the VTAE responses. Those were:

1. Separate unit directly under the district director and included as a separate unit within the administrative cabinet. (Seven districts)
2. In a staff function reporting directly to the district directors. (Two districts)
3. A separate or part of another unit directly under a second line administrator having dual, or more, administrative responsibility. (Five districts)
4. RPD functions dispersed and included directly under more than one second line administrator - all or parts of RPD functions are separated. (Two districts)

The research and planning functions are included in the responsibilities of a person having research and planning within the title, either as a separate administrative unit or a combination unit; i.e., director of instructional services/research and planning as in 11 of the VTAE districts. The most common administrative location of RPD functions in the community colleges and technical institutes was that of reporting to a first line administrator (44 percent). See Table 4 and Appendix B for additional information.

Table 4

Organization Level of Administrator of RPD Function (Q3)

Levels	Functions*											
	RPD			R			P			D		
	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	IT
Chief Ex. Off.	13	8	33	0	8	0	6	8	50	6	0	17
Staff Assist.	13	13	17	13	21	0	19	38	17	25	33	33
First Line Ad.	44	17	50	19	17	17	25	17	17	6	29	33
Second Line Ad.	6	4	50	19	42	17	6	21	17	13	29	17
Third Line Ad.	6	0	17	6	0	0	0	0	17	13	4	0

* percent of responding institutions

5. Educational Preparation of RPD Administrator

Nine (56 percent) of the positions responsible for RPD functions in VTAE institutions are held by persons possessing a doctorate degree. This is slightly less than the 68 percent doctorates in out-of-state institutions. See Appendix C for additional titles of persons responsible for RPD functions.

6. Time Devoted to RPD Functions

The responses included an estimate of the time devoted to the performance of RPD activities by the various levels of personnel within an institution--administrative, supervisory, specialist, paraprofessional, clerical, and others. Table 5 includes the distribution of time devoted to each of these functions. Median percentages of FTE's were used in the tabulations found in tables. The median percentage of administrators' time devoted to RPD functions of planning and resource development was similar for both VTAE districts (32 and 33 percent respectively) and out-of-state community colleges and technical institutes (32 and 33 percent respectively). The VTAE administrators' percentage of time devoted to the research

function (25 percent) was slightly less than that of the community colleges and technical institutes (33 percent).

The use of specialists' time was indicated more by community colleges than VTAE districts in all three functions: research--50 percent and 40 percent respectively; planning--50 percent and 30 percent respectively; development--8 percent and 20 percent respectively.

Table 5

Distribution of Time Devoted to RPD Functions (Q6)

Position	Percentage of Time Devoted to Function								
	R			P			D		
	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	TI
Admin./Dir.	25	33	27	32	33	50	33	33	55
Sup./Coord.	23	40	10	25	18	10	50	59	10
Tech./Spec.	40	50	0	30	50	0	20	80	0
Others	0	0	0	0	0	0	0	100	0
Paraprof.	0	30	0	0	45	0	0	100	0
Clerical	29	33	100	25	18	50	40	33	50

7. Nature of Responsibility in RPD Activities

A major component of the study was the determination of the activities performed by RPD personnel and their level of involvement in these activities. Response choices included were: conduct, supervise, consult, and not involved. The distribution of the nature of responsibility (i.e. conduct, supervise, etc.) for RPD staff were more involved in conducting activities than in the consultation or supervision of activities in the accomplishment of tasks. Table 6 indicates the distribution of the nature of responsibilities.

TABLE 6
AVERAGES OF RESPONSES BY CATEGORIES OF ACTIVITIES
ADMINISTERED, CONDUCTED, SUPERVISED, CONSULTED, NOT INVOLVED (a)

Categories of Activities	Administered			Nature of Responsibility of RPD Personnel: Conduct			Supervise			Consult			Not Involved		
	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	TI	VTAE	CC	TI
8.1 Educational/Experimental Research Studies	3.9	3.5	2.2	2.7	2.5	1.5	1.4	1.2	1.0	.8	.7	.5	.8	.5	1.0
8.2 Short and Long Range Planning	9.5	8.1	6.7	5.6	4.0	4.7	2.8	1.8	2.0	2.3	3.0	1.7	.6	1.8	1.3
8.3 Grantsmanship/Application for Funds	3.0	2.8	2.5	1.7	1.2	1.5	1.0	1.1	1.0	.5	1.0	.7	.3	.3	.3
8.4 School/District Informational Reports	7.9	7.5	6.7	3.8	3.9	4.2	3.0	2.0	3.5	2.0	1.7	1.3	1.9	1.2	.7
8.5 Survey Research Studies	8.9	7.4	5.5	5.3	5.3	3.0	3.8	2.2	1.8	.8	1.5	2.8	.8	.9	.2
8.6 Institutional/District Performance/Evaluation	4.1	3.9	3.2	1.3	1.8	1.8	.8	.8	1.5	1.8	1.3	.8	1.4	.9	.5
8.7 New Vocational Program Development	4.9	4.2	4.2	1.6	1.0	2.0	.5	.3	1.7	1.6	1.4	1.5	1.1	2.1	.8
8.8 Informational Services	6.1	5.9	3.3	1.2	2.5	2.0	.8	1.0	1.2	1.9	1.2	1.0	2.8	2.2	2.8
8.9 Miscellaneous Functions, Duties, Activities	5.6	4.6	4.0	.6	1.0	1.3	.4	.5	1.3	2.1	1.3	1.5	2.8	2.5	1.3
Total Average	53.8	47.9	38.2	23.7	23.0	22.0	14.4	10.8	15.0	13.8	13.0	11.8	12.5	12.5	9.0

21

22

(a) Averages calculated by dividing the sum of frequencies for each of the nine categories by the number of respondents for each institutional group, e. g., VTAE = 16, CC = 24, TI = 6. Total averages do not sum because of rounding to closest tenth in each category.

The three categories of Short and Long Range Planning, ... Informational Reports, and Survey Research Studies, received the highest "administered" response rate by the three responding groups. VTAE RPD personnel tended to conduct and supervise Short and Long Range Planning and Survey Research Studies more than the community colleges and technical institutes. Community colleges tended to consult more than the other two groups on planning, while the technical institutes consulted at a higher rate on Survey Research Studies than the other groups.

On the basis of averages of the total frequencies of responses for each institutional group, VTAE administered the RPD activities at a higher rate than the community colleges or technical institutes. RPD personnel of all three groups tended to conduct the activities more than supervise or consult. The RPD personnel of all three groups conducted and consulted at comparable rates. Community college RPD personnel were the least involved in supervision of RPD activities, while technical institutes rated lowest in "Not Involved."

Refer to Table 7, Appendix D for the tabulation of responses. If column (1) was checked to indicate that the institution administered the activity or performed the task, a multiple response was possible for RPD personnel to be involved with one or all three of the columns of (2) conduct, (3) supervise, or (4) consult. The codes for the column headings are as follows: RA = VTAE Research, Planning and Development Administrators with N of 15; DD = VTAE District Directors with N=9; CC = Out-of-State Community Colleges with N=24; TI = Out-of-State Technical Institutes with N=6. The total columns percent is based on total N of 54 for this part of the survey.

Table 7 (Appendix D) indicates that at least 80 percent of the responding institutions administered 46 of the 58 functions, tasks or activities listed on the questionnaire. On the other hand, 78 percent or less administered only 12

of the 58 activities. Fifty-six (97 percent) of the functions, tasks, or activities were administered by twelve (75 percent) VTAE districts while 71 percent of them were administered by three-fourths of the out-of-state institutions.

Table 8 indicates the 13 most frequently administered activities. Generally, these were in the areas of preparing reports, developing applications for funds, new program and policy development. See Table 7 for additional activities most frequently administered by the institutions/districts.

Table 8

THE RPD ACTIVITIES MOST FREQUENTLY ADMINISTERED (Q8)

Activity	Respondents	
	N	%
Prepare state and federal financial reports	52	96
Prepare self-study/accreditation reports	52	96
Develop applications for VEA funds	51	94
Prepare state and federal enrollment reports	51	94
Prepare grant progress reports	51	94
Develop school/district budgets	51	94
Develop applications for funds from foundations	50	93
Prepare operational reports	50	93
Prepare facility utilization reports	50	93
Conduct needs assessment/investigation for new vocational programs	50	93
Develop new program proposals	50	93
Develop curriculum	50	93
Develop school/district policy recommendations	50	93

Table 9 indicates the least frequently administered activities as being in the areas of: contracting out for research; conducting cost/effectiveness and experimental studies; managing alumni office; professional development library; developing labor force projections; and disseminating reports of experimental studies.

Table 9

THE RPD ACTIVITIES LEAST FREQUENTLY ADMINISTERED (Q8)

Activity	Respondents	
	N	%
Contract out for (educational/experimental) research studies	16	30
Conduct cost/benefit/effectiveness studies	33	61
Manage alumni office	36	67
Develop labor force projections	37	69
Conduct occupational skill/competency surveys	38	70
Design/develop educational/experimental research studies	41	76
Conduct/implement educational/experimental research studies	41	76
Disseminate (educational/experimental research studies) reports	41	76
Manage professional development library	41	76

Table 10 indicates the RPD activities most frequently conducted by RPD administrators. Included are preparations of reports and other activities of survey research. See Table 7 (Appendix D) for additional activities conducted by RPD administrators.

Table 10

RPD ACTIVITIES MOST FREQUENTLY CONDUCTED BY RPD PERSONNEL (Q8)

Activity	Respondents	
	N	%
Prepare statistical/analytical reports	38	70
Select population/sample in survey research studies	38	70
Conduct/implement survey research studies	38	70
Prepare (educational/experimental) reports	36	67
Develop (survey research study) design	36	67
Prepare reports of (survey research) studies	36	67
Develop enrollment projection	35	65
Develop (survey research studies) questionnaires	35	65

Table 11 indicates the RPD activities least frequently conducted by RPD personnel as being in the areas of contracting out for research; managing affirmative action program, libraries and alumni office; developing budgets and curriculum; and conducting staff evaluation.

Table 11

RPD ACTIVITIES LEAST FREQUENTLY CONDUCTED BY RPD PERSONNEL (Q8)

Activity	Respondents	
	N	%
Contract out for research	3	6
Manage affirmative action program	3	6
Manage professional development library	5	9
Develop school/district budgets	5	9
Conduct faculty and staff evaluation	6	11
Develop curriculum	6	11
Manage curriculum resource library	6	11
Manage alumni office	8	15

Table 12 indicates the RPD activities most frequently supervised (col. 3 of questionnnaire) by RPD personnel as being in the areas of preparation of various kinds of reports, survey research, and application for VEA funds. See Table 7 for additional activities supervised by RPD personnel.

Table 12

RPD ACTIVITIES MOST FREQUENTLY SUPERVISED BY RPD PERSONNEL

Activity	Respondents	
	N	%
Prepare statistical/analytical reports	21	39
Develop (survey research studies) questionnaires	21	39
Prepare operational reports	20	37
Prepare grant progress reports	20	37
Prepare state and federal enrollmer reports	19	35
Develop applications for VEA funds	18	33
Prepare institutional performance reports	18	33
Conduct/implement (survey research studies)	18	33

Table 13 indicates the RPD activities least frequently supervised by RPD personnel as being in the areas of budgets; curriculum, staff in services; and managing libraries, MIS, and affirmative action program.

Table 13

RPD ACTIVITIES LEAST FREQUENTLY SUPERVISED BY RPD PERSONNEL

Activity	Respondents	
	N	%
Develop school/district budgets	1	2
Develop curriculum	2	4
Manage professional development library	3	6
Conduct job/task analysis	4	7
Manage affirmative action program	4	7
Manage management information system	5	9
Develop faculty staff inservice program	5	9

Table 14 indicates the RPD activities most frequently given consultation by RPD personnel as being in the development of budgets, financial plans, management information systems, program proposals, policy recommendations; identifying emerging occupations; and preparation of various reports. See Table 7 (Appendix D) for additional activities to which consultation is given by RPD personnel.

Table 14

RPD ACTIVITIES MOST FREQUENTLY GIVEN CONSULTATION BY RPD PERSONNEL (Q 8)

Activity	Respondents	
	N	%
Develop school/district budgets	28	52
Develop financial plans	25	46
Develop management information system	22	41
Develop new (vocational) program proposals	21	39
Identify emerging occupations	20	37
Prepare state and federal financial reports	20	37
Prepare self-study/accreditation reports	20	37
Develop curriculum	20	37
Develop school/district policy recommendations	20	37

Table 15 indicates the RPD activities least frequently given consultation by RPD personnel as managing an alumni office, developing population projections, preparation and dissemination of reports, and others.

Table 15

RPD ACTIVITIES LEAST FREQUENTLY GIVEN CONSULTATION BY RPD PERSONNEL (Q 8)

Activity	Respondents	
	N	%
Manage alumni office	2	4
Develop population projections	3	5
Disseminate (educational/experimental research studies) reports	5	9
Develop vocational education program plans	5	9
Prepare statistical/analytical report	5	9
Prepare (educational/experimental) reports	6	11
Conduct/implement (survey research studies)	6	11
Prepare reports of (survey research studies)	6	11
Manage curriculum resource library	6	11
Disseminate funding (RFP) information to faculty/staff	6	11

Table 16 indicates the RPD activities with the most frequent responses to "Not Involved" (Col. 5) or in other words the least involvement of RPD personnel. These activities relate to managing of libraries, offices and other activities. See Table 7 (Appendix D) for additional activities with various percentages of noninvolvement.

Table 16

RPD ACTIVITIES WITH MOST FREQUENT RESPONSE TO "NOT INVOLVED" BY RPD PERSONNEL (Q 8)

Activity	Respondents	
	N	%
Manage curriculum resource library	34	63
Manage alumni office	30	56
Manage affirmative action office	25	46
Manage foundation office	24	44
Develop faculty/staff inservice program	24	44
Manage professional development library	22	41
Develop curriculum	21	39

A review of Tables 7 through 16 will give one a general idea of RPD activities most frequently and least frequently administered by the districts/and institutions surveyed. They also indicate the RPD activities most frequently and least frequently conducted, supervised, or given consultation by RPD personnel.

CONCLUSIONS

From the data reported on the questionnaire completed by the 16 VTAE districts and selected out-of-state community colleges and technical institutes along with a review of the literature and analyses of organizational structures, the following conclusions can be drawn:

1. The most common organizational structure in the VTAE system has the administrator of research, planning and development functions reporting directly to the district director, either singularly or in combination with another administrative area.

2. In virtually all other institutions surveyed, research, planning and development functions were administered at either a first-line administrative level (reporting to the chief executive officer) or at a second level (reporting to an administrator or dean).

3. In the VTAE system, research, planning and development functions are most likely to be administrated as a single entity.

4. In the out-of-state community colleges and technical institutes, the three functions tended to be administered in separate units.

5. The institutional functions of research, planning and resource development are administered by virtually all of the institutions which were surveyed.

6. The majority of research, planning and development administrators hold either a master's or higher academic degree that include a wide variety of fields with a majority of personnel having at least one degree in education or educational administration.

7. The amount of time devoted to each of the three functions by research planning and development personnel is almost equally divided with one-third of the time devoted to planning, slightly less than one-third devoted to institutional research, and slightly more than one-third devoted to resource development.

8. All 58 activities included in the questionnaire were administered by at least 30 percent of the institutions, and 90 percent of the activities were administered by at least 75 percert of the institutions.

RECOMMENDATIONS

The following recommendations are drawn from the conclusions provided in this study:

1. In light of the ever changing circumstances which impact on vocational/technical education, each district should carefully examine the functions of research, planning and resource development to insure that they continue to provide accurate, relevant, and reliable information to support the decision-making process and yield useful and needed resources for conducting programs and services.

2. The Research Committee of the Administrators' Association should develop a system for on-going institutional evaluation of research, planning and development activities to be incorporated within the comprehensive evaluation system.

3. Because of the nature of the activities performed by RPD personnel; i.e., the institutional and system-wide focus, care must be taken to ensure that the organizational placement of such personnel does not limit their responsibilities to one administrative unit such as instructional, administrative, student services, etc.

4. The function of research, planning and development should be reflected in the title and duties of the first level administrator in each of the VTAE districts.

5. Through sponsorship of the Research Committee of the Wisconsin VTAE Administrators' Association, an in-service program on the administration of research and planning information in the strategic planning and institutional decision-making process should be developed.

6. The districts should consider incorporating the concept of internal program audit in the operation of research, planning and development to insure that the districts maintain an objective evaluation of its programs and services.

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APPENDIX A

Cover Letter

and

Survey Instrument

APPENDIX A

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

ROBERT P. SORENSEN, Ph.D.
State Director
4802 Sheboygan Avenue, 7th Floor
P. O. Box 7874
MADISON, WISCONSIN 53707

January 10, 1983

Dear Director/Administrator of
Institutional Research, Planning and Resource Development

The Research Committee of the Wisconsin Association of Vocational, Technical and Adult Education Administrators is studying the role and functions of institutional/district research, planning and development offices.

In cooperation with the Wisconsin Research Coordinating Unit (RCU) and RCU staff of your state, your school/district has been identified as having a Research/Planning and/or Resource Development (RPD) office or unit which could provide input into this study. In some cases the functions may be performed or administered on a collaborative basis with no discrete administrative unit responsible. Inputs from these situations would also be important to the study.

We would appreciate it if you or someone involved with RPD would take the time from a busy schedule to complete the enclosed questionnaire and return it by January 31 in the enclosed envelope to the RCU, Wisconsin Board of Vocational, Technical and Adult Education, 4802 Sheboygan Avenue - 7th Floor, P.O. Box 7874, Madison, Wisconsin 53707. We would also appreciate receiving a copy of your organizational chart and position descriptions relevant to RPD.

Please indicate whether you would like to receive a copy of the final report.

If you should have any questions, please call me at (608) 266-3705. Thank you.

Sincerely,

Roland Krogstad

Roland J. Krogstad
Research Consultant

RJK/hg

Enclosure

- Questionnaire -

PROFILE OF RESEARCH, PLANNING AND DEVELOPMENT ROLE AND FUNCTION IN VTAE DISTRICTS, COMMUNITY COLLEGES, AND TECHNICAL INSTITUTES

Please indicate changes to mailing label

1. Indicate which of the following functions your school/district conducts, performs or administers.

___ a. Research
___ b. Planning
___ c. Resource Development

2. Please indicate how your school/district is organized for the above functions.

___ a. No particular discrete organizational unit or section.
___ b. Research, Planning and Resource Development (RPD) functions are administered by or through one unit or section.
___ c. Research is organized as a separate/discrete unit.
___ d. Planning is organized as a separate/discrete unit.
___ e. Resource development is organized as a separate/discrete unit.
___ f. Other: _____

_____

3. Please indicate the level at which the following function(s) are administered at your institution, e.g., (1) the Chief Executive Officer, Superintendent, President, Principal or Adminstrator; (2) a Staff Assistant to the Chief Executive Officer; or (3) first, second or third-line level below the Chief Executive Officer.

	Level Administered				
Functions	Chief Exec. Off. or Admin.	Staff Assist. to Chief Exec. Off./Admin.	1st-Line level below Chief Exec. Off.	2nd-Line level below Chief Exec. Off.	3rd-Line level below Chief Exec. Off.
a. RPD functions	_____	_____	_____	_____	_____
b. Research only	_____	_____	_____	_____	_____
c. Planning only	_____	_____	_____	_____	_____
d. Resource Development	_____	_____	_____	_____	_____

4. Please indicate the title(s) of the person(s) or position(s) responsible for, and the title(s) of person(s) to whom they report for the following:

Functions	Title of Person Responsible	Title of Person to Whom Report
a. RPD functions	_____	_____
b. Research only	_____	_____
c. Planning only	_____	_____
d. Resource Development	_____	_____

5. Please indicate the highest academic degree, and major and minor areas of study of the person(s) or position(s) responsible for the following, e.g., BA, BS, MA, MS, Ed.D., Ph.D.:

Functions	Degree	Major/Minor
a. RPD functions	_____	_____
b. Research only	_____	_____
c. Planning only	_____	_____
d. Resource Development	_____	_____

6. Please indicate the number of full-time, part-time, and full-time equivalent (FTE), personnel in each category assigned/responsible to conduct, perform, or administer Research, Planning and Resource Development. Include the person who is responsible for directing and/or administering the functions. Also, indicate the approximate percent of FTE time assigned to each function.

PERSONNEL/POSITIONS	TOTAL NUMBER FT	TOTAL NUMBER PT	TOTAL FTE	RESEARCH % OF FTE	PLANNING % OF FTE	RESOURCE DEVELOPMENT % OF FTE
a. Professional						
1) Administrator/ Director	___	___	_____	_____	_____	_____
2) Supervisors/ Coordinators	___	___	_____	_____	_____	_____
3) Technical/ Specialists	___	___	_____	_____	_____	_____
4) Other: _____	___	___	_____	_____	_____	_____
b. Para-Professional	___	___	_____	_____	_____	_____
c. Clerical/ Supportive Staff	___	___	_____	_____	_____	_____
d. Other:						
_____	___	___	_____	_____	_____	_____
_____	___	___	_____	_____	_____	_____

7. Is there a separate cost center for Research, Planning, and Resource Development at your institution/district?

Function	Separate Cost Center	
a. RPD?	___ yes	___ no
b. Research only?	___ yes	___ no
c. Planning only?	___ yes	___ no
d. Resource Development only?	___ yes	___ no

8. Following, is a list of tasks or activities usually performed in the areas of Research, Planning, and Resource Development. Please (✓) in column (1) those items generally performed or administered at your institution . Please (✓) in columns (2), (3), (4) or (5) to indicate the nature of responsibility or degree of involvement of personnel <u>assigned</u> or <u>responsible</u> for Research, Planning, and/or Resource Development (RPD).

FUNCTIONS, TASKS, ACTIVITIES	(1) ADMINISTERED, CONDUCTED, PERFORMED BY SCHOOL/ DISTRICT	NATURE OF RESPONSIBILITY/INVOLVEMENT OF PERSONNEL ASSIGNED TO RPD (2) CONDUCT, PERFORM	(3) DIRECT, SUPERVISE	(4) PROVIDE INPUT CONSUL-TATION ONLY	(5) NOT INVOLVED
8.1 Educational/Experimental Research Studies					
a. Design/develop	____	____	____	____	____
b. Conduct/implement	____	____	____	____	____
c. Contract out for research studies	____	____	____	____	____
d. Prepare reports	____	____	____	____	____
e. Disseminate reports	____	____	____	____	____
f. Other: _____	____	____	____	____	____
8.2. Short- and Long-Range Plans					
a. Develop vocational education program plans	____	____	____	____	____
b. Develop facility plans	____	____	____	____	____
c. Develop financial plans	____	____	____	____	____
d. Develop population projections	____	____	____	____	____
e. Develop labor force projections	____	____	____	____	____
f. Develop enrollment projections	____	____	____	____	____
g. Analyze business/indus-try/agricultural trends	____	____	____	____	____
h. Identify emerging occupations	____	____	____	____	____
i. Identify changing job skills	____	____	____	____	____
j. Establish school research/development priorities	____	____	____	____	____
k. Other: _____	____	____	____	____	____

FUNCTIONS, TASKS, ACTIVITIES	(1) ADMINISTERED, CONDUCTED, PERFORMED BY SCHOOL/ DISTRICT	NATURE OF RESPONSIBILITY/INVOLVEMENT OF PERSONNEL ASSIGNED TO RPD (2) CONDUCT, PERFORM	(3) DIRECT, SUPERVISE	(4) PROVIDE INPUT CONSULTATION ONLY	(5) NOT INVOLVED
8.3 Grantsmanship/Applications for Funds					
a. Develop applications for Vocational Education Act Funds	___	___	___	___	___
b. Develop applications for CETA/JTPA Funds	___	___	___	___	___
c. Develop applications for funds from foundations	___	___	___	___	___
d. Other: _____	___	___	___	___	___
8.4 School/District Informational Reports					
a. Prepare statistical/ analytical reports	___	___	___	___	___
b. Prepare operational reports	___	___	___	___	___
c. Prepare state and federal enrollment reports	___	___	___	___	___
d. Prepare state and federal financial reports	___	___	___	___	___
e. Prepare self-study/ accreditation reports	___	___	___	___	___
f. Prepare grant progress reports	___	___	___	___	___
g. Prepare institutional performance reports	___	___	___	___	___
h. Prepare facility utilization reports	___	___	___	___	___
i. Other: _____	___	___	___	___	___
j. Other: _____	___	___	___	___	___

FUNCTIONS, TASKS, ACTIVITIES	(1) ADMINISTERED, CONDUCTED, PERFORMED BY SCHOOL/ DISTRICT	NATURE OF RESPONSIBILITY/INVOLVEMENT OF PERSONNEL ASSIGNED TO RPD (2) CONDUCT, PERFORM	(3) DIRECT, SUPERVISE	(4) PROVIDE INPUT CONSUL- TATION ONLY	(5) NOT INVOLVED
8.5 Survey Research Studies					
a. Develop research designs	___	___	___	___	___
b. Develop questionnaires	___	___	___	___	___
c. Select population/sample	___	___	___	___	___
d. Conduct/implement	___	___	___	___	___
e. Prepare reports of studies	___	___	___	___	___
f. Conduct graduate follow-up studies	___	___	___	___	___
g. Conduct employer follow-up studies	___	___	___	___	___
h. Conduct occupational skill/competency surveys	___	___	___	___	___
i. Conduct occupational needs/openings surveys	___	___	___	___	___
j. Other: _____	___	___	___	___	___
8.6 Institutional/District Performance/Evaluation					
a. Develop institutional evaluation models/plans	___	___	___	___	___
b. Conduct vocational program evaluation	___	___	___	___	___
c. Conduct faculty and staff evaluation	___	___	___	___	___
d. Conduct support services/ department evaluation	___	___	___	___	___
e. Conduct cost/benefit/ effectiveness studies	___	___	___	___	___
f. Other: _____	___	___	___	___	___
g. Other: _____	___	___	___	___	___

FUNCTIONS, TASKS, ACTIVITIES	(1) ADMINISTERED, CONDUCTED, PERFORMED BY SCHOOL/ DISTRICT	NATURE OF RESPONSIBILITY/INVOLVEMENT OF PERSONNEL ASSIGNED TO RPD (2) CONDUCT, PERFORM	(3) DIRECT, SUPERVISE	(4) PROVIDE INPUT CONSULTATION ONLY	(5) NOT INVOLVED
8.7 New Vocational Program Development					
a. Conduct needs assessment/ investigation	___	___	___	___	___
b. Develop new program proposals	___	___	___	___	___
c. Locate/obtain job/ task lists	___	___	___	___	___
d. Conduct job/task analysis	___	___	___	___	___
e. Develop curriculum	___	___	___	___	___
f. Other: _____	___	___	___	___	___
8.8 Informational Services					
a. Manage curriculum resource library	___	___	___	___	___
b. Manage research/development resource library	___	___	___	___	___
c. Develop Management Information System (MIS)	___	___	___	___	___
d. Manage Management Information System	___	___	___	___	___
e. Conduct computer search of data bases (ERIC, etc.)	___	___	___	___	___
f. Manage professional development library	___	___	___	___	___
g. Disseminate funding (RFP) information to faculty/staff	___	___	___	___	___
h. Other: _____	___	___	___	___	___

FUNCTIONS, TASKS, ACTIVITIES	(1) ADMINISTERED, CONDUCTED, PERFORMED BY SCHOOL/ DISTRICT	NATURE OF RESPONSIBILITY/INVOLVEMENT OF PERSONNEL ASSIGNED TO RPD (2) CONDUCT, PERFORM	(3) DIRECT, SUPERVISE	(4) PROVIDE INPUT CONSULTATION ONLY	(5) NOT INVOLVED
8.9 Miscellaneous Functions, Duties, Activities					
a. Develop school/district policy recommendations	____	____	____	____	____
b. Develop school/district budgets	____	____	____	____	____
c. Manage Foundation office	____	____	____	____	____
d. Manage alumni office	____	____	____	____	____
e. Manage Affirmative Action program	____	____	____	____	____
f. Develop faculty/staff inservice program	____	____	____	____	____
g. Other: _____	____	____	____	____	____
h. Other: _____	____	____	____	____	____
i. Other: _____	____	____	____	____	____

9. General Comments/Suggestions: _____

_____

_____

_____

10. Name and title of person responding if not indicated on mailing label.

_____

_____

11. Do you want a copy of the report of this study? ____ Yes ____ No

RK/ss
1-3-82

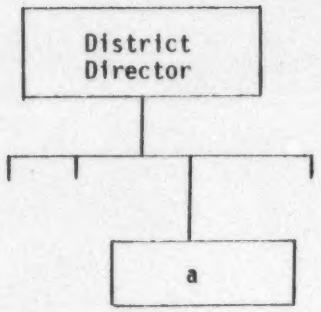
APPENDIX B

VTAE District Organizational
Charts for R/P/D

APPENDIX B

VTAE DISTRICT ORGANIZATIONAL CHARTS FOR R/P/D

A



DISTRICT ONE
a = ASST DIR OF PLANNING/DEV

FVTI
a = ADMIN OF RESEARCH & MRKTG SERVICES

MATC-MADISON
a = ADMIN OF PLANNING & ECONOMIC DEV

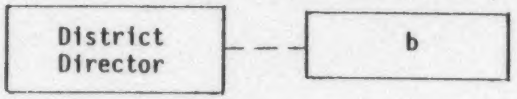
MATC-MILWAUKEE
a = ASST TO DIR

MSTI
a = ADMIN OF RESEARCH

NCTI
a = R/P/D ADMIN

WWTI
a = ADMIN OF PLANNING/DEV & ACCNTBLTY

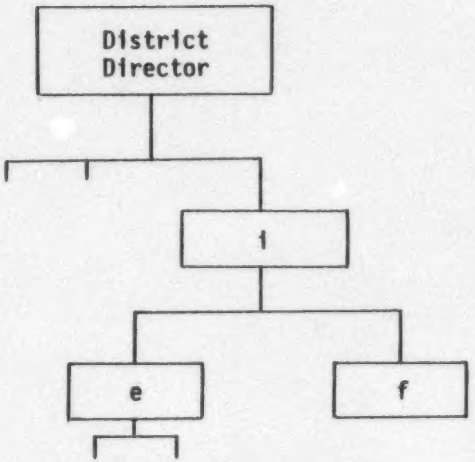
B



SWTI
b = RESEARCH SPEC

WCTI
b = INSTITUTIONAL RESEARCH & PLANNING

C



BTI
1 = INSTRUCTIONAL SERVICES
e = COOR OF CURRICULUM
f = COOR OF GRANT AIDS

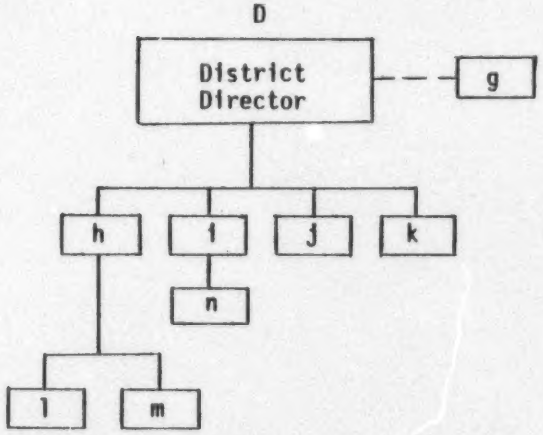
GTI
1 = DIR OF INSTR SERVICES/R&P
e = SUPER OF R&P SERVICES
f = SUPER OF INSTR SERVICES

MPTI
1 = ASST DIR OF ADMIN SERVICES
e = ADMIN OF RESEARCH, PLANNING, DEV, & FACILITIES

NWTI
1 = ASST DIR OF EDUC SERVICES
e = COOR OF R&P
f = ADMIN OF STUDENT SERVICES
OTHERS

WITI
1 = ASST DIR OF INSTR/RES
e = GRANTS/CONTRACTS COOR
f = OTHERS/COORS

D



LTI
g = PUBLIC INFORMATION/FOUND SPEC
h = ADMIN OF EDUC PROGRAMS
i = ADMIN OF STUDENT SERVICES
l = CURRICULUM SPEC
m = COOR OF SPECIAL PROGRAMS
n = PLACEMENT SPEC

NTC
h = DEAN OF INSTRUCTION
i = DEAN OF ADMIN SERVICES
j = DEAN OF STUDENT SERVICES
k = COOR OF OCCUPATIONAL EDUC

APPENDIX C

Titles of Positions or
Persons Responsible for
Research, Planning and
Development

APPENDIX C

TITLES OF POSITIONS OR PERSONS RESPONSIBLE FOR RPD

In response to Item #4, following are listed titles of persons or positions responsible for RPD functions and the titles of persons or positions to whom they report, by category of respondent and category of functions.

Respondents: VTAE Research Administrators

Functions	Title of Positions	Title of Person To Whom Report
RPD		
	- Coordinator Research, Grants and Contracts	- Asst. Dist. Dir., Research and Instructional Services
	- Administrator, R & P	- District Director
	- Administrator RPD	- District Director (2)
	- Asst. Director, RP & D	- District Director
	- Administrator, Planning, Dev. and Accountability	- District Director
	- Administrator, RPD and Facilities	- Asst. Dir. Admin. Services
	- Administrator of Educ. Programs	- Dist. Dir. & Asst. Dist. Dir.
	- Supervisor of R & P	- Director of Instr. Services
	- Asst. to District Director	- District Director
	- Coordinator, Grants, Aids and Research	- Admin., Instructional Services
	- Admin., Research and Marketing Services	- District Director
Research		
	- Research Specialist (R & P)	- District Director
	- Research Specialist	- Asst. Director for RPD
	- Asst. Director - Campus Operations	- District Director
	- Curriculum Specialist	- Admin., Educ. Programs
	- Institutional Research & Planning Officer	- District Director
Planning		
	- Asst. Dir. Educ. Services	- District Director
	- Institutional Research and Planning Officer	- Admin. Planning Development Accountability
	- Admin. of Educ. Programs	- District Director and Assistant Dist. Director
Resource Development		
	- School Community Relations	- District Director
	- Special Needs Coordinator	- Admin., Student Services
	- Grants Mgt. Officer	- Admin., Planning, Dev., Accountability
	- P R Specialist	- District Director
	- Mgr. of Resource Dev.	- Asst. to Dist. Director
	- T&I Coord/Mktg. Coord. (Econ. Dev. Team)	- Admin., Adult & Continuing Education
	- Planning & Project Manager	- Admin., Research and Marketing Services
	- Development Officer	- District Director

Respondents: VTAE District Directors

RPD	- Admin Planning & Econ Dev	- District Director
	- Coordinator	- Asst. Director of Instruc.
	- Asst. Director	- District Director
	- Director, Admin. Affairs	- District Director
	- Research Specialist	- District Director
	- Admin., Educational Prog.	- District Director and Assistant Dist. Director
	- Director of Instruction	- District Director
	- Admin., Research and Marketing Services	- District Director
Research		
	- Asst., Dir. Campus Oper.	- District Director
	- Varied	- District Director
	- Curriculum Specialist	- Admin. of Educ. Prog.
Planning		
	- Asst. Dir., Educ. Services	- District Director
	- Director, Admin. Affairs	- District Director
	- Coordinator of Grants and Aids	- Administrator of Instructional Services
Resource Development		
	- Coordinator, School and Community Relations	- District Director
	- District Director	------
	- T&I Coord/Mktg. Coord (Team)	- Admin. Adult Education
	- P R Specialist	- District Director
	- Planning & Project Manager	- Admin. of Research and Marketing Services

Respondents: Out-of-State - Community Colleges

RPD		
	- Dir. Planning & Research	- Executive Director
	- Assoc. Dean, Research, Planning, Dev. & Personnel	- President
	- Dean of College Services	- NA
	- Director of Institutional Planning	- President
	- VP, Planning & Development	- President (3)
	- President	- N/A
	- Director of Eduic. Tech.	- President
Research		
	- Director of Research	- Exec. VP for Mgmt. Services
	- Director of Research and Computer Education	- Assoc. Dean, Administration
	- Director of Planning & MIS	- President
	- Research Coordinator	- Dean of Admis., Records & Research
	- Assoc. Dir., Productivity Center	- Director of Productivity Center
	- Director, Planning & Research	- Asst. Chancellor, Planning and Development

- Director, Research	- Dean
- Director, Program Research	- VP, Educ. Services (2)
- Director of Research	- Director of Planning and Development
- Asst. to Dean of Devel.	- Dean of Development
- Asst. to President	- President
- Director of Research	- President (2)
- VP for Administration	- President
- Director of Institutional Research	- Vice President, Planning (2)
- Director of Educ. Eval. & Marketing Research	- VP, Educ. Planning & Dev.
Planning	
- Manager, Research, Planning, Reporting	- Exec. VP for Management Services
- Director of Planning & MIS	- President
- Administrative Dean of Planning & Development	- VP, fiscal Affairs
- Assist. to President	- President
- Dir., Planning & Research	- Asst. Chancellor, Planning and Development
- Dir. of Planning & Develop.	- VP, Planning & Development
- VP for Planning	- President
- Dean of Development	- President
- Asst. to President	- President
- Dir., Plan & Cont. Serv.	- District President
- Director of Planning	- President (2)
- VP for Administration	- President
- Dean, Admin. & Planning	- President
- Dir. of Academic Planning	- VP Educ. Planning & Dev.
Resource Development	
- VP for Development	- President (2)
- Director of Finance	- President
- Dean of College Relations & Development	- President
- Grants Coordinator	- Dean of Voc. Ed. and Special Projects
- Dir., Resource Development	- Asst. Chancellor, Plan & Dev
- Dir., Resource Development	- President (2)
- Dir., Resource Development	- VP, Educational Services
- Dir. of Comm. Liaison Projects	- VP, Planning & Development (2)
- Dean of Development	- President
- Dir., Plan & Cont. Serv.	- District President
- Dir. of Resource Develop.	- Business Manager
- Dir. of Development	- VP for Admin.
- Dir. of Grants and Special Projects	- VP (2)
- Dir. of Private Development	- President
- Dir. of Public Development	- Dir. of Research & Planning

Respondents: Out-of-State Technical Institutes/Technical Colleges

RPD	
- Director, RPD	- Asst. Supt.
- Dir. of Instruction	- VP/Dean of College/Assoc. Dean
- VP for Instruction	- President
- Division Manager (RPD)	- Assistant Director

Research		
	- Program Administrator	- Director
	- Director of Research	- President
Planning		
	- Dir. of Research & Planning	- Dean - Director
	- Director of Institutional Planning	- Supt. of District
Resource Development		
	- Program Administrator	- Director

In response to Item #5, following are listings of highest academic degrees and majors/minors by category of function and category of respondent.

Respondents: VTAE Research Administrators

RPD	
Ph.D.	Educational Admin/Urban & Regional Planning
Ph.D.	Education (Vocational Education)
Ph.D.	Educational Administration (2)
MA,MS	Education, Mathematics (Both Majors)
Ph.D.	Education Administration, Economic Development
Ed.S.	Vocational Education
MS	Business Education, Economics
No Degree	- Credits toward degree in Business
MA	Educational Supervision, Administration
MS	Vocational Education
Ph.D.	Journalism
EdD	N/A
EdD	Educational Administration/Curriculum, Chem, Guidance
Research	
Ph.D.	Institutional Research, Statistics (2)
BS	N/A
EdS	Vocational Education
Planning	
MS	Vocational Education (2)
Resource Development	
MS	Business Administration (2)
MS	Vocational Education
MS,EdD	Guidance & Counseling
MS	Industrial Education, Business Education
BS	Journalism
No Degree	
BA	Education

Respondents: VTAE District Directors

RPD	
Ph.D.	Educational Administration(2)
MA, MS	Mathematics and Education

MS	Education
None	N/A
MS	Vocational Education
EdD	N/A
Ph.D.	Journalism

Research

Ph.D.	Educational Administration
MS, EdD	Education
EdS	Vocational Education

Planning

MA	Vocational Education
MS	Education
MS	Supervision-Administration

Resource Development

MA	Counseling
Ph.D.	History
MS	N/A
BS	Journalism
No Degree	

Respondents: Out-of-State Community Colleges

RPD

Ph.D.	Educational Administration
Ph.D.	Geology/Political Science
EdD	N/A
MA	Sociology
EdD	Education, Math
EdD	Educational Administration
Ph.D.	Educ. Psychology

Research

Ph.D.	Higher Educational Administration
MA	Operations Research
Ph.D.	N/A
Ph.D.	Government
MPA	Public Administration
EdM	Educational Administration, Research, Evaluation
MA	Biology
Ph.D.	Education, Law
EdD	Research, Statistics, Measurement
Ph.D.	Education, Psychology, Sociology
MS	Counseling
MA	Math
Ph.D.	Psychology (3)

Ph.D.	Educational Administration
Ph.D.	Technical Education
MS	Math
BS	N/A

Planning

MS	Vocational Education, Guidance
Ph.D.	Educational Administration (2)
Ph.D.	N/A (2)
Ph.D.	Government
EdD	Education (2)
MA	Biology
MA	Recreation Leadership
EdD	Vocational Education
MA	N/A
BA(+MA courses)	Higher Education, Statistics and Testing
Ph.D.	Educational Administration
Ph.D/MEd	Tech. Educ., Educ Sci.
Ph.D.	Business Educ. Psychology
Ph.D.	English

Resource Development

Ph.D.	Math, Journalism
Ph.D.	N/A
BA	Business
MA	Sociology
MPA	Public Administration
BA	N/A
Ph.D.	Education
Ph.D.	Journalism
EdD	Behavioral Science, Education (2)
BA	History
EdD	Vocational Education
BA(+MA courses)	Higher Education, Statistics and testing
MA	Administration (2)
PhD.	Higher Education
Ph.D.	Technical Education
Ph.D.	Political Science
MA	Education/Statistics
BA	Social Anthropology

Respondents: Out-of-State Technical Institutes/Colleges

RPD

EdD	N/A
Ph.D.	Biochemistry
Ph.D.	Educational Administration
Ph.D.	English, Literature

Research

MS	Computer Science
Ph.D.	Vocational Administration

Planning

Ph.D.	C & I/Educational Administration
EdD	Guidance and Counseling

Resource Development

Ph.D.	Vocational Administration

APPENDIX D

Table 7

RPD Functions, Duties, Tasks,
Activities Administered By
Responding Groups

APPENDIX D

Table 7

RPD FUNCTIONS, DUTIES, TASKS, ACTIVITIES ADMINISTERED BY RESPONDING GROUPS

FUNCTIONS, TASKS, ACTIVITIES	Nature of Responsibility of RPD Personnel: (1) Administered										(2) Conduct										(3) Supervise										(4) Consult										(5) Not Involved									
	Total-54		VTAE RA-15		VTAE DD-9		Out-of-State CC-24		Out-of-State TI-6		Total		VTAE RA		VTAE DD		Out-of-State CC		Out-of-State TI		Total		VTAE RA		VTAE DD		Out-of-State CC		Out-of-State TI		Total		VTAE RA		VTAE DD		Out-of-State CC		Out-of-State TI		Total		VTAE RA		VTAE DD		Out-of-State CC		Out-of-State TI	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
8.1 Educational/Experimental Research Studies																																																
a. Design/develop	41	76	14	93	5	56	19	79	3	50	32	59	10	67	5	56	15	63	2	33	16	30	6	40	2	22	6	25	2	33	8	15	4	27	1	11	3	13			5	9	1	7	2	22	1	4	1	17
b. Conduct/implement	41	76	14	93	5	56	19	79	3	50	29	54	8	53	5	56	14	58	2	33	13	24	5	33	2	22	6	25			9	17	2	13	1	11	5	21	1	17	6	11	2	13	2	22	1	4	1	17
c. Contract out for research studies	16	30	6	40	1	11	7	29	2	33	3	6	2	13					1	17	9	17	3	20	2	22	3	13	1	17	7	13	3	20			3	13	1	17	17	31	3	20	3	33	9	38	2	33
d. Prepare reports	42	78	14	93	5	56	20	83	3	50	36	67	12	80	6	67	15	63	3	50	13	24	4	27	1	11	7	29	1	17	6	11	2	13	1	11	3	13			5	9	1	7	2	22	1	4	1	17
e. Disseminate reports	41	76	14	93	5	56	20	83	2	33	33	61	11	73	6	67	15	63	1	17	13	24	4	27	1	11	6	25	2	33	5	9	1	7	1	11	2	8	1	17	5	9	1	7	2	22	1	4	1	17
f. Other: _____																																																	
8.2 Short- and Long-Range Plans																																																	
a. Develop vocational education program plans	47	87	15	100	8	89	20	83	4	67	27	50	11	73	5	56	8	33	3	50	12	22	5	33	2	22	3	13	2	33	5	9	3	20	1	11	10	42	1	17	4	7			1	11	3	13		
b. Develop facility plans	47	87	14	93	9	100	19	79	5	83	22	41	8	53	3	33	7	29	4	67	8	15	2	13	2	22	2	8	2	33	15	28	6	40	3	33	5	21	1	17	12	22	2	13	1	11	9	38		
c. Develop financial plans	48	89	13	87	9	100	21	88	5	83	14	26	2	13	2	22	7	29	3	50	6	11	1	7	1	11	2	8	2	33	25	46	9	60	5	56	10	42	1	17	8	15	3	20	1	11	4	17		
d. Develop population projections	42	78	14	93	6	67	17	71	5	83	30	56	11	73	6	67	11	46	2	33	13	24	4	27	2	22	6	25	1	17	3	5					3	13			5	9					3	13	2	33
e. Develop labor force projections	37	69	13	87	6	67	16	67	2	33	25	46	10	67	6	67	7	29	2	33	11	20	5	33	2	22	4	17			9	17	1	7			8	35			6	11					4	17	2	33
f. Develop enrollment projections	49	91	14	93	8	89	22	92	5	83	35	65	12	80	6	67	15	63	2	33	16	30	5	33	2	22	8	35	1	17	9	17	2	13	2	22	3	13	2	33	5	9	1	7	1	11	2	8	1	17
g. Analyze business/industry/agricultural trends	47	87	14	93	8	89	22	92	3	50	26	48	9	60	4	44	9	38	4	67	14	26	5	33	3	33	5	21	1	17	12	22	2	13	1	11	8	33	1	17	6	11	1	7			5	21		
h. Identify emerging occupations	46	85	15	100	9	100	19	79	3	50	28	52	11	73	4	44	9	38	4	67	13	24	5	33	3	33	4	17	1	17	20	37	5	33	3	33	10	42	2	33	6	11	1	7			5	21		
i. Identify changing job skills	48	89	15	100	9	100	19	79	5	83	25	46	10	67	3	33	9	38	3	50	14	26	7	47	3	33	3	13	1	17	16	30	5	33	3	33	7	29	1	17	9	17	1	7			7	29	1	17
j. Establish school research/development priorities	46	85	15	100	9	100	19	79	3	50	24	44	6	40	5	56	12	50	1	17	15	28	6	40	3	33	5	21	1	17	13	24	4	27	1	11	7	29	1	17	5	9	1	7			2	8	2	33
k. Other: Comprehensive College Plans	1						1	4									1	4																																

Nature of Responsibility of RPD Personnel

FUNCTIONS, TASKS, ACTIVITIES	(1) Administered								(2) Conduct								(3) Supervise								(4) Consult								(5) Not Involved							
	Total-54		VTAE RA-13	DD-9	Out-of-State CC-24		TI-6		Total		VTAE RA	DD	Out-of-State CC		TI		Total		VTAE RA	DD	Out-of-State CC		TI		Total		VTAE RA	DD	Out-of-State CC		TI		Total		VTAE RA	DD	Out-of-State CC		TI	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
8.3 Grantsmanship/Applications for funds																																								
a. Develop applications for Vocational Education Act funds	51	94	15	100	8	89	24	100	4	67	25	46	10	67	6	67	8	33	1	17	18	33	6	40	2	22	8	33	2	33	13	24	2	13	1	11	8	33	2	33	5	9	1	7	1	11	3	13				
b. Develop applications for CETA/JTPA funds	48	89	15	100	8	89	20	83	5	83	25	46	8	53	6	67	7	29	4	67	16	30	4	27	2	22	8	33	2	33	13	24	4	27	1	11	7	29	1	17	5	9	1	7	1	11	3	13				
c. Develop applications for funds from foundations	50	93	14	93	8	89	23	96	5	83	26	48	7	47	5	56	12	50	2	33	17	31	4	27	2	22	10	42	1	17	10	19	2	13	1	11	6	25	1	17	7	13	3	20	2	22			2	33
d. Other: State/Fed. Grants	4		2	13			1	4	1	17			2	13			2	8	2	33			1	7					1	17							2	8														
8.4 School/District Informational Reports																																								
a. Prepare statistical/ analytical reports	49	91	14	93	8	89	22	92	5	83	38	70	12	80	5	56	17	71	4	67	21	39	8	53	2	22	8	33	3	50	5	9	1	7	1	11	2	8	1	17	7	13	4	27	2	22	1	4				
b. Prepare operational reports	50	93	14	93	9	100	22	95	5	83	31	57	8	53	4	44	15	63	4	67	20	37	9	60	3	33	5	21	3	50	12	22	3	20	3	33	5	21	1	17	7	13	4	27	1	11	2	8				
c. Prepare state and federal enrollment reports	51	94	15	100	9	100	22	95	5	83	26	48	5	33	3	33	16	67	2	33	19	35	5	33	2	22	9	38	3	50	8	15	3	20	2	22	2	8	1	17	13	24	7	47	1	11	4	17	1	17		
d. Prepare state and federal financial reports	52	96	15	100	8	89	24	100	5	83	11	20			3	33	6	25	2	33	7	13	3	20			2	8	2	33	20	37	7	47	4	44	9	38			17	31	6	40	1	11	8	33	2	33		
e. Prepare self-study/ accreditation reports	52	96	15	100	9	100	23	96	5	83	20	37	8	53	4	44	6	25	2	33	17	31	7	47	3	33	5	21	2	33	20	37	4	27	2	22	12	50	2	33	6	11	3	20	1	11	1	4	1	17		
f. Prepare grant progress reports	51	94	15	100	7	78	24	100	5	83	28	52	9	60	5	56	10	42	4	67	20	37	8	53	2	22	7	29	3	50	11	20	3	20	1	11	6	25	1	17	4	7	1	7	1	11	2	8				
g. Prepare institutional performance reports	48	89	15	100	8	89	20	83	5	83	31	57	9	60	4	44	13	54	5	83	18	33	5	33	3	33	7	29	3	50	9	17	6	40			2	8	1	17	7	13	3	20	1	11	3	13				
h. Prepare facility utilization reports	50	93	15	100	7	78	23	96	5	83	28	52	9	60	7	78	10	42	2	33	9	17	3	20			4	17	2	33	10	19	5	33	2	22	2	8	1	17	11	20	3	20			8	33				
i. Other: Clearinghouse for Requests							1	4									1	4																																
8.5 Survey Research Studies																																								
a. Develop research designs	45	83	15	100	7	78	20	83	3	50	36	67	11	73	7	78	16	67	2	33	16	30	8	53	1	11	7	29			7	13	1	7	1	11	3	13	2	33	2	4					2	8				
b. Develop questionnaires	48	89	15	100	8	89	21	88	4	67	35	65	11	73	6	67	16	67	2	33	24	39	8	53	4	44	7	29	2	33	9	17	2	13	2	22	3	13	2	33	2	4					2	8				

Nature of Responsibility of RPD Personnel

FUNCTIONS, TASKS, ACTIVITIES	(1) Administered								(2) Conduct								(3) Supervise								(4) Consult								(5) Not Involved							
	Total-54		VTAE		Out-of-State				Total		VTAE		Out-of-State				Total		VTAE		Out-of-State				Total		VTAE		Out-of-State				Total		VTAE		Out-of-State			
			RA-15	DD-9	CC-24		TI-6				RA		DD		CC		TI				RA		DD		CC		TI				RA		DD		CC		TI			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
c. Select population/sample	46	85	15	100	7	78	21	88	3	50	38	70	12	67	6	67	16	67	2	33	16	30	6	40	3	33	7	29			7	13	2	13	1	11	3	13	1	17	2	4
d. Conduct/implement	47	87	15	100	7	78	21	88	4	67	38	70	13	87	7	78	16	67	2	33	18	33	6	40	3	33	7	29	2	33	6	11			1	11	3	13	2	33	1	2
e. Prepare reports of studies	47	87	15	100	7	78	21	88	4	67	36	67	12	80	6	67	16	67	2	33	16	30	7	47	2	22	6	25	1	17	6	11			1	11	3	13	2	33	2	4
f. Conduct graduate follow-up studies	49	91	15	100	8	89	22	92	4	67	26	48	4	27	5	56	15	63	2	33	15	28	6	40	1	11	6	25	2	33	11	20	2	13	2	22	5	21	2	33	9	17
g. Conduct employer follow-up studies	47	87	14	93	7	78	22	92	4	67	29	54	6	40	6	67	15	63	2	33	13	24	4	27	1	11	6	25	2	33	12	22	2	13	3	33	5	21	2	33	9	17
h. Conduct occupational skill/ competency surveys	38	70	14	93	8	89	13	54	3	50	21	39	8	53	6	67	5	21	2	33	13	24	8	33	1	11	3	13	1	17	11	20	1	7	2	22	6	25	2	33	7	13
i. Conduct occupational needs/ openings surveys	43	80	15	100	8	89	16	67	4	67	29	54	8	53	7	78	12	50	2	33	13	24	7	47	1	11	4	17	1	17	11	20	2	13	1	11	6	25	2	33	3	6
8.6 Institutional/District Performance/Evaluation																																									
a. Develop institutional evaluation models/plans	49	91	15	100	9	100	21	88	4	67	26	48	6	40	4	44	13	54	3	50	12	22	3	20	2	22	5	21	2	33	15	28	6	40	2	22	6	25	1	17	3	6
b. Conduct vocational program evaluation	45	83	13	87	9	100	19	79	4	67	21	39	4	27	2	22	12	50	3	50	15	28	4	27	3	33	6	25	2	33	17	31	7	47	3	33	6	25	1	17	5	9
c. Conduct faculty and staff evaluation	44	81	12	80	9	100	19	79	4	67	6	11	1	7	2	22	1	4	2	33	6	11	1	73	3	33			2	33	18	33	6	40	3	33	8	33	1	17	18	33
d. Conduct support services/ department evaluation	43	80	12	80	7	78	20	83	4	67	15	28	3	20	2	22	8	33	2	33	9	17	2	13	1	11	4	17	2	33	15	28	4	27	3	33	7	29	1	17	16	30
e. Conduct cost/benefit/ effectiveness studies	33	61	11	73	6	67	13	54	3	50	18	33	6	40	3	33	8	33	1	17	8	15	2	13	1	11	4	17	1	17	14	26	4	27	4	44	5	21	1	17	9	17
f. Other: Eval Non-Occup. Curriculum							1	4									1	4																						
Instructional Audit					1	11							1	11											2	22														
8.7 New Vocational Program Development																																									
a. Conduct needs assessment/ investigation	50	93	15	100	8	89	22	92	5	83	32	59	10	67	7	78	11	46	4	67	10	19	3	20	1	11	4	17	2	33	15	28	4	27	1	11	8	33	2	33	4	7

Nature of Responsibility of RPD Personnel

FUNCTIONS, TASKS, ACTIVITIES	(1) Administered								(2) Conduct								(3) Supervise								(4) Consult								(5) Not Involved							
	Total-54		VTAE RA-15		DD-9		Out-of-State CC-24		TI-6		Total		VTAE RA		DD		Out-of-State CC		TI		Total		VTAE RA		DD		Out-of-State CC		TI		Total		VTAE RA		DD		Out-of-State CC		TI	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
b. Develop new program proposals	50	93	15	100	8	89	22	92	5	83	18	33	6	40	6	67	4	17	2	33	7	13	2	13	1	11	2	8	2	33	21	39	6	40	3	33	10	42	2	33	12	22	2	13			9	38	1	17
c. Locate/obtain job/task lists	47	87	15	100	9	100	18	75	5	83	13	24	4	27	3	33	4	17	2	33	6	11	1	7	1	11	2	8	2	33	13	24	5	33	3	33	3	13	2	33	19	35	5	33			13	54	1	17
d. Conduct job/task analysis	42	78	14	93	7	78	16	67	5	83	11	20	4	27	3	33	2	8	2	33	4	7	2	13					2	33	16	30	4	27	4	44	6	25	2	33	19	35	6	40	1	11	11	46	1	17
e. Develop curriculum	50	93	15	100	8	89	22	92	5	83	6	11	1	7	1	11	2	8	2	33	2	4							2	33	20	37	6	40	6	67	7	29	1	17	21	39	5	33			14	58	2	33
8.8 Informational Services																																																	
a. Manage curriculum resource library	46	85	14	93	9	100	20	83	3	50	6	11			2	22	2	8	2	33	4	7	1	7			1	4	2	33	6	11	2	13	2	22	1	4	1	17	34	63	11	73	3	33	18	75	2	33
b. Manage research/development resource library	45	83	15	100	8	89	19	79	3	50	18	33	3	20	2	22	10	42	3	50	7	13	3	20	1	11	2	8	1	17	10	19	4	27	2	22	3	13	1	17	12	22	4	27	1	11	5	21	2	33
c. Develop Management Information System (MIS)	44	81	13	87	6	67	22	92	3	50	18	24	1	7			11	46	1	17	6	11					5	21	1	17	22	41	10	67	3	33	8	33	1	17	14	26	4	27	3	33	4	17	3	50
d. Manage Management Information System	43	80	13	87	7	78	20	83	3	50	13	24	1	7	1	11	10	42	1	17	5	9					4	17	1	17	15	28	5	33	3	53	6	25	1	17	19	35	8	53	3	33	5	21	3	50
e. Conduct computer search of data bases (ERIC, etc.)	46	85	14	93	8	89	21	88	3	50	21	39	6	40	4	44	10	42	1	17	8	15	3	20	1	11	4	17			8	15	3	20	1	11	3	13	1	17	15	28	3	20	1	11	8	33	3	50
f. Manage professional development library	41	76	14	93	9	100	16	67	2	33	5	9			2	22	2	8	1	17	3	6	2	13			1	4			11	20	4	27	2	22	5	21			22	41	7	47	3	33	10	42	2	33
g. Disseminate funding (RFP) information to faculty/staff	45	83	13	87	6	67	23	96	3	50	30	56	8	53	5	56	14	58	3	50	14	26	4	27	2	22	6	25	2	33	6	11	1	7	1	11	3	13	1	17	9	17	3	20	1	11	3	13	2	33
8.9 Miscellaneous Functions, Duties, Activities																																																	
a. Develop school/district policy recommendations	50	93	15	100	9	100	21	88	5	83	14	26	3	20	2	22	7	29	2	33	7	13	2	13	1	11	2	8	2	33	20	37	8	53	2	22	8	33	2	33	12	22	3	20	3	33	5	21	1	17
b. Develop school/district budgets	51	94	15	100	9	100	22	92	5	83	5	9			1	11	3	13	1	17	1	2							1	17	28	52	12	80	4	44	10	42	2	33	13	24	2	13	2	22	8	33	1	17
c. Manage Foundation office	44	81	15	100	9	100	18	75	2	33	10	19	3	20	3	33	4	17			6	11	1	7	1	11	4	17			7	13	2	13	1	11	3	13	1	17	24	44	9	60	3	33	10	42	2	33
d. Manage alumni office	36	67	13	87	7	78	14	58	2	33	8	15	1	7	2	22	4	17	1	17	7	13	1	7	1	11	4	17	1	17	2	4	1	7			1	4			30	56	12	80	5	56	11	46	2	33
e. Manage Affirmative Action program	45	83	15	100	9	100	16	67	5	83	3	6			1	11			2	33	4	7	1	7			1	4	2	33	13	24	4	27	2	22	5	21	2	33	25	46	9	60	3	33	12	50	1	17
f. Develop faculty/staff inservice program	47	87	15	100	9	100	18	75	5	83	10	19	2	13	2	22	4	17	2	33	5	9	2	13			1	4	2	33	13	24	4	27	3	33	4	17	2	33	24	44	7	47	2	22	14	58	1	17
g. Other: Manage Computer Center							1	4									1	4																														